

ST PAUL PRIMARY

3074 Liberty Hill Road
Summerton, SC 29148

GRADES K-3 Elementary School

ENROLLMENT 307 Students

PRINCIPAL Patricia R.. Middleton 803-478-2286

SUPERINTENDENT Omega D. Hilton (Interim Supt.) 803-485-2325

BOARD CHAIR John D. Bonaparte 803-478-8711

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	12	54	50	3

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Average	Below Average	N/A
2003	Good	Excellent	No
2004	Average	Unsatisfactory	Yes

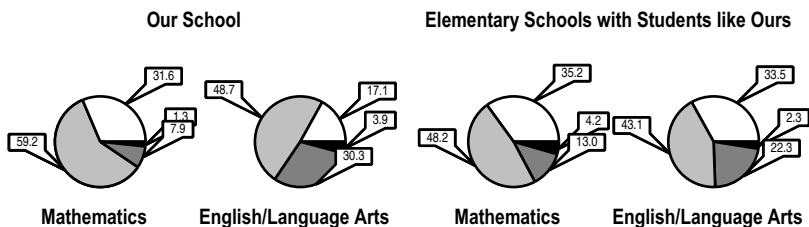
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

4.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	81	97.5	16.0	49.3	30.7	4.0	46.7	Yes	Yes
Gender									
Male	41	95.1	18.9	54.1	21.6	5.4	43.2		
Female	40	100.0	13.2	44.7	39.5	2.6	50.0		
Racial/Ethnic Group									
White	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	76	98.7	16.7	48.6	30.6	4.2	44.4	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	60	98.3	1.8	50.9	41.8	5.5	61.8		
Disabled	21	95.2	55.0	45.0	0.0	0.0	5.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	81	97.5	16.0	49.3	30.7	4.0	46.7		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	81	97.5	16.0	49.3	30.7	4.0	46.7		
Socio-Economic Status									
Subsidized meals	73	100.0	17.1	50.0	28.6	4.3	44.3	Yes	Yes
Full-pay meals	6	I/S	I/S	I/S	I/S	I/S	I/S		

Mathematics - State Performance Objective = 15.5%									
All Students	81	97.5	30.7	60.0	8.0	1.3	34.7	Yes	Yes
Gender									
Male	41	95.1	27.0	64.9	5.4	2.7	37.8		
Female	40	100.0	34.2	55.3	10.5	0.0	31.6		
Racial/Ethnic Group									
White	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	76	98.7	31.9	59.7	8.3	0.0	34.7	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	60	98.3	21.8	65.5	10.9	1.8	43.6		
Disabled	21	95.2	55.0	45.0	0.0	0.0	10.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	81	97.5	30.7	60.0	8.0	1.3	34.7		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	81	97.5	30.7	60.0	8.0	1.3	34.7		
Socio-Economic Status									
Subsidized meals	73	100.0	31.4	61.4	5.7	1.4	31.4	Yes	Yes
Full-pay meals	6	I/S	I/S	I/S	I/S	I/S	I/S		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	83	98.8	17.1	42.1	36.8	3.9	40.8
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	81	97.5	16.5	50.6	29.1	3.8	32.9
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	83	100.0	28.9	51.3	17.1	2.6	19.7
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	81	97.5	30.4	58.2	10.1	1.3	11.4
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 307)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	9.1%	N/A	3.5%	2.7%
Attendance rate	95.5%	Up from 95.1%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.9%		6.9%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	6.3%		5.8%	3.5%
Eligible for gifted and talented	5.0%	Down from 9.8%	5.1%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.6%	Up from 5.0%	8.0%	8.2%
Older than usual for grade	2.0%	Up from 1.3%	2.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 26)				
Teachers with advanced degrees	38.5%	Up from 32.1%	48.3%	51.4%
Continuing contract teachers	80.8%	Up from 67.9%	80.0%	87.5%
Highly qualified teachers**	82.6%	N/A	92.7%	95.0%
Teachers with emergency or provisional certificates	4.0%		3.6%	0.0%
Teachers returning from previous year	81.9%	No change	82.4%	86.7%
Teacher attendance rate	90.8%	Down from 94.2%	94.7%	94.9%
Average teacher salary	\$37,855	Up 4.2%	\$39,417	\$40,760
Prof. development days/teacher	23.7 days	Up from 19.7 days	13.4 days	12.4 days

School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	12.9 to 1	Down from 17.1 to 1	17.1 to 1	18.9 to 1
Prime instructional time	83.9%	Down from 87.6%	89.0%	90.0%
Dollars spent per pupil*	\$7,685	Up 4.5%	\$7,020	\$6,044
Percent of expenditures for teacher salaries*	58.6%	Down from 59.0%	63.9%	65.9%
Opportunities in the arts	Poor	No change	Good	Good
Parents attending conferences	86.0%	Down from 92.9%	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Below Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	91.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

St. Paul Primary's 2003-04 school year was very successful. We focused on building a professional learning community and raising the bar on student performance. Goals were set for teachers according to the district's Strategic Plan and the School Renewal Plan. Teachers were encouraged to set goals in the areas of language and mathematics to ensure maximum student performance. The instructional staff developed Curriculum Pacing Charts that were aligned with the Curriculum Standards to serve as catalysts for student success in grades K-3.

To ensure the continued development of the instructional staff, a literacy coach worked throughout the year providing training in the areas of assessment and early literacy. Teachers were involved with intensive staff development activities that enhanced their knowledge of scientifically based early literacy, reading research, and best teaching practices. As a result of these staff development activities, teachers at St. Paul Primary are in harmony with theories, best teaching practices and strategies that support a balanced literacy program.

Additional academic assistance in math, English/Language Arts, science, and social studies is provided through the 21st Century PACTS (Parent, Administrators, Community, Teachers, and Students) After-school Program and the PACT Academy.

Throughout the year programs/activities were organized to connect the home, school, and community. An extraordinary event that took place on January 24th was our 1st Annual Parent's Winter Conference. Teachers and other staff members, along with the Literacy Coach, organized the conference. A consultant from Touch, Inc, our PTO and School Improvement Council, Parent Educators, our business partner, Federal Mogul, and Foster Grandparents provided invaluable assistance in carrying out the mission of the conference. During this conference parents received information on techniques for improving the reading, writing, math, and science skills of their children. They also received health related information on diabetes, ADD, ADHD, and speech.

Positive learning experiences will continue to be the top priority at St. Paul Primary.

Patricia R. Middleton, Principal Sethina Jackson, School Improvement Council Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	26	73	45
Percent satisfied with learning environment	92.3%	94.4%	93.0%
Percent satisfied with social and physical environment	92.3%	86.1%	88.1%
Percent satisfied with home-school relations	60.0%	87.3%	90.2%

*Only students at the highest elementary school grade level at this school and their parents were included.